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ABSTRACT

A community and school survey was made of the Glendale Union High School District to determine the need for a health occupations program at the high school level. Procedures consisted of a literature review , visits to local health occupations and career programs, and administration of needs assessment instruments to high school students, Glendale Community College students, and representatives of the local health community. Detailed results of the analyzed responses are presented in narrative and tabular form. Tables present the frequencies and percentages of responses for the high school students categorized as 10 needs, 25 goals, 10 high school activities, and choice of career field. Tables indicate frequencies and percentages of Glendale Community College and the health community responses to 10 needs and 25 goals. Tables also present the chi-square statistics comparing responses to the 10 needs and 25 goals of the high school students, community college students, and the health community. Program recommendations and rationale for a course in health occupations are presented as a result of the needs assessment. The survey instruments are appended to the report. (NJ)

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ED131330

Health Occupations Needs Assessment for the Glendale Union High School District

FINAL REPORT

Project No. 76-RMG-1303

Conducted Under
Section 131(b) Part C
Public Law 90-576

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit, Division of Career/Vocation Education, Arizona Department of Education. Grantees undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Arizona Department of Education position or policy.

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SECTION I

A C K N O W L E D G M E N T S

TASK FORCE NEEDS ASSESSMENT TEAM

Grateful appreciation is extended to and acknowledgment is made of these health community persons who gave of their time and energies as well as expertize to help create a Health Occupations program for Glendale Union High School District students.

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SECTION IV

ABSTRACT

MINI-GRANT PROJECT RESUME

PROJECT TITLE: Health Occupations Needs Assessment for the Glendale Union High School District

AGENCY: Glendale Union High School District #205
7650 North 43rd Avenue
Glendale, AZ 85301

PROJECT DIRECTOR: Noreen Wingham, Thunderbird High School
1750 West Thunderbird Road
Phoenix, AZ 85023

DURATION: August 28, 1975 thru June 4, 1976

COSTS:

RCU	Local	Total
$5,515.00	$1,260.00	$6,775.00

PURPOSE OF PROJECT: To conduct a community and school needs assessment in Health Occupations and develop program recommendations.

DESCRIPTION OF PROJECT: Individuals at Thunderbird High School, the Glendale High School District and the health community were surveyed using a Needs Assessment Instrument developed through the project. Based upon the results of the surveys, determinations were made that all areas could and should support a Health Occupations Program for a limited number of high school students. Recomcomdations to that effect were made to the Glendale Union High School District Board of Education.

OUTCOMES: A Health Occupations Program has been initiated by Glendale Union High School District to begin in September, 1976 with forty-eight sophomore and junior students from across the district.

SECTION V

REPORT IN DETAIL

REPORT IN DETAIL

A. INTRODUCTION

During the past five years, the Health Care Industry has been expanding tremendously in an effort to keep pace with technical advancement and increasing demands for health services. Entry into a health occupation is no longer limited to students seeking a career in only one area of Allied Health, but now is open to those with a wide range of interests and backgrounds. It has become apparent that knowledge about a field offering so many opportunities to students must be incorporated into the educational availabilities in order that students seeking either careers or occupations in an Allied Health field may be prepared. The intent of this report is to relate the process of assessment by which the Glendale Union High School District recommended to its Board of Education a course in Health Occupations that would meet the student and health occupations needs of a urban community.

B. STATEMENT OF THE PROBLEM

During the second semester of 1973-74, a Student Career Interest Survey, (Appendix A), was administered to 9th, 10th and 11th grade students of the Glendale Union High School District--approximately 12,000 fo the 15,000 total student population. As indicated in Table 16, twenty percent of the career choices were in Allied Health.

A vocational program assessment of Glendale Union High School District was conducted in January, 1975, by the GUHS District in cooperation with the Division of Career and Vocational Education, Arizona Department of Education. Health was one of the areas specifically identified for program development. At the time, only 138 of the total student population was enrolled in vocational programs in the health area and those primarily through cooperative educational programs, i.e., ICE, HERO, and Area Vocational School. It was the recommendation of the team, based on student interest and job market data, (Appendix B) that a program be developed which would specifically address itself to Health Occupations.

C. GOALS AND OBJECTIVES OF THE PROJECT

The goal of the project was to co conduct a community and school needs assessment in Health Occupations and develop program recommendations.

The objective of the project was to provide the Glendale Union High School District with program recommendations in health occupations, based upon a needs assessment, examination of the other program models through visitation evidence of community support. Provided with this information, the district shall make decisions for program development and implementation.

D. PROCEDURES

Review of the literature in the area of secondary health occupations vocational training programs indicated that rapid demand for health services and diversification of medical and dental work has created new occupations and the courses in health education will have to grow ninety percent to enroll 800,000 students by 1978 in order to meet the future demand for qualified workers across the country.

Visiting health occupation and career programs in the southwestern regional area made it obvious that varying programs met varying needs both of student and community. For example, Tucson's Sunnyside High School Health Occupations and Careers program, in cooperation with Veterans' Administration Hospital, was oriented to the student volunteer worker's practice of communication skills in the particular area of the hospital to which he was assigned. Phoenix Union High School Area Vocational Center, placed the emphasis on attainment of a Licensed Practical Nurse certificate with clinical work at a metropolitan hospital. A more diversified program was observed in the visitation of the Regional Occupational Program (ROP) of Orange County, California, headquartered in Anaheim. In cooperation with Anaheim General Hospital, the students enrolled in the ROP program were provided with basic skills and clinical experience that would enable them to obtain employment in a wide range of Allied Health occupations upon exit from the secondary school.

Of the several other programs visited, this California program was more in keeping with the national prediction that the highest enrollment growth will be and is occurring in those fields of Allied Health which do not require post-secondary training.

Assembling a task force needs assessment team was done in order to assure that the needs of the health community would be met by any program eventually recommended for inclusion in the curriculum of GUHS District. Members of the Health Occupation Needs Assessment Team included a practicing physician, pharmacist and nurse; the personnel director of a 300-bed hospital, the chief of volunteer workers at a 350-bed hospital, a director of Allied Health programs for county community colleges, the state department director of Health Occupations, the school district administrator for vocational and career education and the project director. The members of the team met approximately five time to evaluate and assess the data being collected by the project director in preparation for submitting a Health Occupations course to the Board of Education for GUHS.

Development of both a student and community Education Needs Assessment Instrument for Health Occupations, (Appendices C and D, respectively), necessitated field-testing. This was accomplished with a group of 11th and 12th grade Thunderbird High School students--those registered in Communications and Careers, an English elective course.

The Needs Assessment Instruments were the result of cumulative data gathered from research, program visitations, and task force experiential input. They were designed to determine what were the needs of the students and health community of GUHS District with regard to possible curriculum implementation.

A mini-pilot Health Occupations and Careers program was conducted in cooperation with Veterans' Administration Hospital, Phoenix, Arizona, as a result of student interest generated in the field-testing of the assessment instruments. It was determined that the possibility of determining feasibility of a work exposure vocational program housed in a metropolitan hospital on a mini-pilot basis would provide invaluable information in the final assessment of needs. Some twenty student from the Communications and Careers course participated in a five-week program totaling eighteen hours of hospital exposure. The description, goal and objecives as well as student evaluation form are included here as Appendices E and F, respectively.

A compilation of students by individual school within the GUHS District was developed during the on-going of the mini-pilot. The list consisted of 11th and some 10th grade students who had designated first, second and third choice in Allied Health occupations on the Student Career Interest Survey which had been administered near the end of the 1973-74 school year. From eight district high schools, 137 students fell into this category.

These students were then drawn upon for administering the Student Needs Assessment Instrument for Health Occupations. All arrangements for testing were made through either the Counseling Center or Career Center at each of the high schools. A total of 85 students from six schools actually responded to the instrument.

Health Community Needs Assessment for Health Occupations data was collected by administering the instrument to staff members from three doctors' offices, one of whom was a task force member; students enrolled in programs of Allied Health from four local junior colleges, the director of such programs also being a task force member; members of the hospital staff who had worked with students on the mini-pilot; a selected emergency center's staff; faculty associated with Allied Health occupations selected at random from individual high schools within the district and members of the task force needs assessment team. A total of 130 representatives from the local health community actually responded to the instrument.

Tabulation and analysis of responses to the Needs Assessment Instruments were accomplished by computer to show results from high schools and how they differed or were similar to the responses of the health community, the junior colleges assumed to be a part of that community. Beginning on page 5 of this report, the detailed results of that analysis can be found.

Program recommendations and rationale for a course in Health Occupations was presented to GUHS District Board of Education based on the analysis of the needs assessment data. The stated goal was to provide district students with entry level skills in health occupations, and career awareness in the health occupation cluster. The program description is as follows:

> "Forty-eight (48) students from within the GUHS District schools who have expressed a strong interest in Health Occupations Career Cluster shall be selected to participate in the program, which will be home based at Thunderbird High School. Students shall participate in a three week orientation at THS and then be transported to a major hospital in the Phoenix area for work experience in 18 possible work stations.
>
> They shall participate in the work experience 4 days a week, two hours per day, in a minimum of 3 areas and a maximum of 6. On the fifth day they shall be instructed at THS for 2 hours. Instruction shall cover health careers and common health technical material including basic skills. At the

hospital, students shall rotate periodically into new work experience areas. The Work Experience teacher shall assist in student supervision at the hospital and be available there at all times when the students are there. In addition, the Work Experience teacher shall teach the related class at Thunderbird High School."

The stated objectives of the program proposal presented to the Board of Education are as follows:

(1) By the end of the course, every student will demonstrate a knowledge of the occupational and educational requirements in the health occupations cluster.

(2) By the end of the course, every student will have had work experience exposure in the selected occupations in the health cluster.

(3) By the end of the course, students will have demonstrated entry level skill and knowledge in selected hospital health occupations. Skill areas to be (a) Medical receptionist, (b) Patient/student interpersonal relationships, (c) Vital sign indication, (d) Hospital Housekeeping and (e) Medical asepsis.

(4) All students desiring to continue training in health occupations shall receive advanced placement assistance by the district.

(5) Student desiring immediate job placement in health occupations shall receive job placement assistance by the district.

(6) By the end of the course, all students shall acquire a First Aid Certificate with proficiency in coronary/pulmonary resuscitation.

E. CONCLUSIONS AND RECOMMENDATIONS

Cooperation from administration and willingness to help from a hospital and its staff are vital to the success of any such program. Since this program is designed for work exposure, the students are non-paid workers and that requires a hospital with a volunteer worker program. It is also advisable that a program be of a volunteer worker nature in order that cooperative education programs do not assume that it is infringing on their job placements.

Transportation arrangement should include the busing of students from school to hospital and back as the interchange of information from student to student and instructor immediately following a work session is invaluable.

ANALYSIS OF DATA FROM ASSESSMENT INSTRUMENT

Data collected from the Glendale Union High School District Schools, Glendale Community College, and the health community with the assessment instrument (Appendix) were analyzed to show results for high schools, Glendale Community College, and the health community and to show differences between high schools, Glendale Community College, and the health community.

High Schools

The results for high schools can be categorized as responses to ten needs, twenty-five goals, ten high school activities, and choice of career field.

Ten needs. A summary of high school responses is shown in Table 1, frequencies, and Table 2, percentages. Inspection of these tables show that high schools mostly disagree on items 1, 3, 4, and 10; and mostly agree on items 2, 5, 6, 7, 8, and 9.

Twenty-five goals. High schools were requested to respond to twenty-five goals with three points-of-view: How important is it? To what extent should the goal be achieved by students? and What is the school's responsibility for it?

How important is it? As shown in Tables 3 and 4, high schools considered all 25 goals either important or most important.

To what extent should the goal be achieved by students? Also shown in Tables 3 and 4, high schools responded that all 25 goals should almost completely or completely be achieved by students.

What is the school's responsibility for it? Observed in Tables 3 and 4, high schools responded major or complete responsibility to goals 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, and 25. However, high schools were undecided on goals 10, 11, 15, and 19.

High school related activities. As shown in Table 5, high schools responded primarily no to somewhat on Item 1 (Have you ever done volunteer work in an Allied Health facility?); less than half had one or more relatives on Item 2 (What member of your family, if any, is involved in a career in Allied Health?); primarily no or somewhat to Item 3 (Have you chosen your Freshman, Sophomore, and Junior elective courses with an Allied Health career in mind?); mostly yes to Item 4 (Have you chosen your Freshman, Sophomore, and Junior elective courses with graduation requirements in mind?); mostly I very much want a career in Allied Health to Item 5 (You chose as your career preference one in Health Services (Allied Health) because:); primarily either It will offer working with people, I want to help humanity relieve itself of ailments and sufferings as much as possible, or I see this area as one that has the potential to offer many job opportunities to Item 6 (You are interested in a career in

a career in Allied Health because?); primarily all responses are important except the study of latin roots for medical terminology on Item 7 (If you were to take a course that was devoted to the areas of Allied Health, which of the following would you want it not to include?); one or more of the Certificates in First Aid, Heart Massage or Para-Medics to Item 8 (Which of the following do you think should be included in a course offering instruction in Allied Health occupations?); primarily pursuing the same studies at a college or university to Item 9 (Would you want a course in Allied Health Occupations to prepare you for:); and primarily no to Item 10 (Have you ever worked in Allied Health related occupation?).

Choice of career field. Observed in Table 6, high school responses were almost equally distributed between the five groups: (1) Doctor/General/Specialist, (2) Veterinarian, (3) Chemist/Dentist/Technician/Optometrist/Pharmacist/Psychologist/Lab/X-Ray, (4) Nurse/RN/LPN/Physical Therapist, and (5) First Aid and Rescue Specialist/Hospital Administrator/Mortician/Public Health Worker.

Glendale Community College

Respondents at GCC responded to ten needs and twenty-five goals.

Ten needs. Inspection of GCC responses to ten needs, shown in Tables 7 and 8, shows agree or strongly agree on Items 6, 7, 8, and 9; disagree or strongly disagree on Items 1, 2, 3, 4, and 10; but undecided to strongly agree on Item 5.

Twenty-five goals. GCC respondents were requested to indicate three points-of-view on twenty-five goals: How important is it? To what extent should the goal be achieved by students? and What is the school's responsibility for it?

How important is it? As shown in Tables 9 and 10, GCC respondents replied important or most important on goals 1 - 16 and 18 - 25, but replied from undecided to most important on goal 17.

To what extent should the goal be achieved by students? Similarly observed in Tables 9 and 10, GCC respondents replied almost completely or completely to goals 1 - 16 and 18 - 25, but replied from undecided to completely on goal 17.

What is the school's responsibility for it? GCC respondents replied that major or complete responsibility for goals 1 - 3, 5 - 16, 18 - 22, and 24 and 25; but replied from undecided to complete responsibility for goals 4, 17, and 23.

Health Community

The health community was also requested to show preferences on ten needs and twenty-five goals.

Ten needs. Observed in Tables 11 and 12, health community respondents agree to strongly agree on items 6 - 9; but disagree to strongly disagree on items 1 - 5 and 10.

Twenty-five goals. Health community respondents were requested to show preferences on goals with three points-of-view: How important is it? To what extent should the goal be achieved by students? and What is the school's responsibility for it?

How important is it? As shown in Tables 13 and 14, health community respondents reported important to most important on goals 1 - 16 and 18 - 25; but reported average to marginal on goal 17.

To what extent should the goal be achieved by students? Health community respondents reported from almost completely to completely on goals 1 - 16 and 18 - 25; but from average to somewhat on goal 17.

What is the school's responsibility for it? Health community respondents reported from a share to complete responsibility on goals 1 - 25.

Differences Between High Schools, GCC, and Health Community Responses

Responses to the ten needs and twenty-five goals by high schools, Glendale Community College, and the health community were compared using chi-square statistics.

Ten Goals:

1. High schools, Glendale Community College, and the health community agree or strongly agree with the statement provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.

2. High schools agree that medical facilities should assume the responsibility of training the potential or new employees, but Glendale Community College and the health community disagree with this statement.

3. Although high schools, Glendale Community College, and the health community disagree or strongly disagree with the statement that members of the medical community expect too much from education, the disagree is greater for Glendale Community College and the health community than for high schools.

4. High schools, Glendale Community College, and the health community disagree or strongly disagree that the high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.

5. The health community disagrees or strongly disagrees with the statement that all students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school. However, high schools and Glendale Community College either are undecided or agree with the statement.

6. Although most respondents from high schools, Glendale Community College, and the health community agree that more of secondary curriculum budget should be spent in providing health occupation-related instruction, many respondents in the health community are undecided.

7. High schools strongly agree that a student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university, but Glendale Community College and the health community agree with the statement.

8. High schools and Glendale Community College either agree or strongly agree that cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health, while the health community agrees with the statement.

9. High schools, Glendale Community College, and the health community agree or strongly agree that provided with entry level skills in health occupations, a high school graduate will be more easily placed in Allied Health employment.

10. High schools and the health community are either undecided or disagree that assisting students to find jobs upon exiting from high school should be a responsibility of the school, but Glendale Community College either disagrees or strongly disagrees with the statement.

Twenty-Five Goals:

Differences between groups were determined for each point-of-view: How important is it? To what extent should the goal be achieved by students? and What is the school's responsibility for it?

How important is it? Consideration of chi-square statistics recorded in Table 15 (Significant differences on many goals were primarily of degree not quality.) and responses recorded in Tables 4, 10, and 14 reveals that high schools, GCC, and the health community replied from important to most important on the goals:

1. The student will receive health occupation-related instruction in the secondary school of Glendale High School District.

2. The student will be provided with entry level skills in health occupations.

3. The student will be involved in half-time work - half-time school experience in the medical community.

4. The medical community will be benefited by health occupations instruction in the secondary school.

5. The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.

6. The student will be provided with instruction required to obtain a first aid certificate.

7. The student will be given instruction in health occupations at the 11th grade level.

8. The student will know the steps required to enter an allied health occupation.

9. The student will be provided with a general over-view of community health facilities and functions of hospitals.

10. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.

11. The student will become aware of the working environment of a hospital.

12. The student will identify and work with the anatomy and physicology of the musculo-skeletal system.

13. The student will be provided with the skills that will earn him a First Aid Certificate.

14. The student will be able to administer cardiopulmonary resuscitation.

15. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.

16. The student will be equipped with an understanding and knowledge of medical terminology.

18. The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.

19. The student will become aware of the working environment of a hospital.

20. The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.

21. The high school graduate in a Health Occupations program will be given instruction that will provide a Nurse's Aide Certificate.

22. The high school graduate in a Health Occupations program will be given instruction in varied health careers.

23. The student will by the end of the program in Health Occupation have made a career choice and alternatives.

24. The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.

25. An Allied Health program should be taught by a certificated Registered Nurse.

However, on the following item:

17. The student will recognize the Latin roots from which medical terms are a derivative.

GCC and the health community reported from average to marginal, while high schools reported from average to most important.

To what extent should the goal be achieved by students? Similar consideration of chi-square statistics in Table 15 and responses in Tables 4, 10, and 14 shows that high schools, GCC, and the health community replied from almost completely to completely on the following goals:

1. The student will receive health occupation-related instruction in the secondary school of Glendale High School District.

2. The student will be provided with entry level skills in health occupations.

3. The student will be involved in half-time work - half-time school experience in the medical community.

4. The medical community will be benefited by health occupations instruction in the secondary school.

5. The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.

6. The student will be provided with instruction required to obtain a first aid certificate.

7. The student will be given instruction in health occupations at the 11th grade level.

8. The student will know the steps required to enter an allied health occupation.

9. The student will be provided with a general over-view of community health facilities and functions of hospitals.

10. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.

11. The student will become aware of the working environment of a hospital.

12. The student will identify and work with the anatomy and physicology of the musculo-skeletal system.

13. The student will be provided with the skills that will earn him a First Aid Certificate.

14. The student will be able to administer cardiopulmonary resuscitation.

15. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.

16. The student will be equipped with an understanding and knowledge of medical terminology.

18. The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.

19. The student will become aware of the working environment of a hospital.

20. The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.

21. The high school graduate in a Health Occupations program will be given instruction that will provide a Nurse's Aide Certificate.

22. The high school graduate in a Health Occupations program will be given instruction in varied health careers.

23. The student will by the end of the program in Health Occupation have made a career choice and alternatives.

24. The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.

25. An Allied Health Program should be taught by a certificated Registered Nurse.

However, on the following item:

17. The student will recognize the Latin roots from which medical terms are a derivative.

high schools replied almost completely to completely, while GCC and the health community replied from average to completely.

What is the school's responsibility for it? Similar considerations of chi-square statistics in Table 15 and responses in Tables 4, 10, and 14 reveal that high schools, GCC, and the health community replied from a share to complete responsibility on all twenty-five goals.

TABLE 2

Responses of High Schools to Items 1 Through 10 of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	ITEM DESCRIPTION	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	18.42	43.42	22.37	10.53	2.63
2.	Medical facilities should assume the responsibility of training the potential or new employees.	2.63	25.00	6.58	42.11	23.68
3.	Members of the medical community expect too much from education.	11.84	39.47	35.53	13.16	.00
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	30.26	44.74	13.16	7.89	2.63
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	5.26	18.42	11.84	46.05	18.42
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	.00	2.63	17.11	53.95	26.32
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	.00	.00	2.63	44.74	52.63
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	1.32	1.32	6.58	38.16	52.63
9.	Provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.	1.32	2.63	13.16	48.68	31.58
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	7.89	30.26	42.11	18.42	1.32

TABLE I

Responses of High Schools to Items 1 Through 10 of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	ITEM DESCRIPTION	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	14	33	17	8	2
2.	Medical facilities should assume the responsibility of training the potential or new employees.	2	19	5	32	18
3.	Members of the medical community expect too much from education.	9	30	27	10	0
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	23	34	10	6	2
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	4	14	9	35	14
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	0	2	13	41	20
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	0	0	2	34	40
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	1	1	5	29	40
9.	Provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.	1	2	10	37	24
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	6	23	32	14	1

TABLE 3

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
1.	The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	0	2	11	48	14	0	1	20	19	35	1	3	27	38	6
2.	The student will be provided with entry level skills in health occupations.	1	1	4	39	31	2	1	14	20	39	2	2	15	38	19
3.	The student will be involved in half-time work - half-time school experience in the medical community.	0	2	2	21	51	0	1	6	28	41	0	3	31	24	18
4.	The medical community will be benefited by health occupations instruction in the secondary school.	0	1	13	33	28	1	2	14	30	29	1	4	26	32	13
5.	The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	0	1	2	28	45	1	0	4	27	42	0	2	15	29	28
6.	The student will be provided with instruction required to obtain a first aid certificate.	2	2	9	30	33	2	2	13	20	39	4	6	25	20	21

TABLE 3

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
7.	The student will be given instruction in health occupations at the 11th grade level.	2	3	9	36	26	3	1	12	26	34	0	4	12	27	33
8.	The student will know the steps required to enter an allied health occupation.	0	0	0	18	58	0	1	7	20	47	0	3	13	23	36
9.	The student will be provided with a general over-view of community health facilities and functions of hospitals.	0	0	10	27	38	0	3	10	28	33	1	5	29	20	20
10.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	0	4	11	25	34	0	2	18	20	34	4	10	34	13	13
11.	The student will become aware of the working environment of a hospital.	0	1	5	22	48	0	2	7	20	47	4	8	27	15	22
12.	The student will identify and work with the anatomy and physicology of the musculo-skeletal system.	0	2	5	34	34	0	1	12	28	34	0	4	23	22	26
13.	The student will be provided with the skills that will earn him a First Aid Certificate.	1	2	6	28	39	1	2	9	21	43	2	6	18	38	22

TABLE 3

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
14.	The student will be able to administer cardiopulmonary resuscitation.	1	1	10	28	35	1	0	10	23	41	3	7	25	16	24
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethnics.	2	4	11	25	30	1	5	14	23	29	5	11	27	12	17
16.	The student will be equipped with an understanding and knowledge of medical terminology.	0	0	2	17	57	0	0	5	27	44	0	4	15	21	36
17.	The student will recognize the Latin roots from which medical terms are a derivative.	2	9	21	26	18	1	9	15	28	23	1	10	10	27	28
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.	0	0	4	13	59	0	0	5	13	58	1	3	14	22	35
19.	The student will become aware of the working environment of a hospital.	0	1	6	24	43	0	1	11	24	38	2	5	30	17	18
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	1	2	6	22	45	1	2	10	18	45	4	4	22	26	20

TABLE 3

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
21.	The high school graduate in a Health Occupations program will be given instruction that will provide a Nurse's Aide Certificate.	2	3	9	29	32	1	3	6	29	36	3	5	19	24	24
22.	The high school graduate in a Health Occupations program will be given instruction in varied health careers.	0	1	8	21	45	0	0	15	27	33	2	2	21	20	30
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	1	6	10	18	40	1	4	11	18	41	3	9	24	22	17
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	0	0	5	25	46	1	1	8	27	39	1	4	26	19	26
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	2	3	15	25	31	2	3	23	16	30	4	5	23	18	26

TABLE 4

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
1.	The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	.00	2.63	14.47	63.16	18.42	.00	1.32	26.32	25.00	46.05	1.33	4.00	36.00	50.67	8.00
2.	The student will be provided with entry level skills in health occupations.	1.32	1.32	5.26	51.32	40.79	2.63	1.32	18.42	26.32	51.32	2.63	2.63	19.74	50.00	25.00
3.	The student will be involved in half-time work - half-time school experience in the medical community.	.00	2.63	2.63	27.63	67.11	.00	1.32	7.89	36.84	53.95	.00	3.95	40.79	31.58	23.68
4.	The medical community will be benefited by health occupations instruction in the secondary school.	.00	1.32	17.11	43.42	36.84	1.32	2.63	18.42	39.47	38.16	1.32	5.26	34.21	42.11	17.11
5.	The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	.00	1.32	2.63	36.84	59.21	1.32	.00	5.26	35.53	55.26	.00	2.63	19.74	38.16	36.84
6.	The student will be provided with instruction required to obtain a first aid certificate.	2.63	2.63	11.84	39.47	43.42	2.63	2.63	17.11	26.32	51.32	5.26	7.89	32.89	26.32	27.63

TABLE 4

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
7.	The student will be given instruction in health occupations at the 11th grade level.	2.63	3.95	11.84	47.37	34.21	3.95	1.32	15.79	34.21	44.74	.00	5.26	15.79	35.53	43.42
8.	The student will know the steps required to enter an allied health occupation.	.00	.00	.00	23.68	76.32	.00	1.32	9.21	26.32	61.84	.00	3.95	17.11	30.26	47.37
9.	The student will be provided with a general over-view of community health facilities and functions of hospitals.	.00	.00	13.16	35.53	50.00	.00	3.95	13.16	36.84	43.42	1.32	6.58	38.16	26.32	26.32
10.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	.00	5.26	14.47	32.89	44.74	.00	2.63	23.68	26.32	44.74	5.26	13.16	48.74	17.11	17.11
11.	The student will become aware of the working environment of a hospital.	.00	1.32	6.58	28.95	63.16	.00	2.63	9.21	26.32	61.84	5.26	10.53	35.53	19.74	28.95
12.	The student will identify and work with the anatomy and physiology of the musculo-skeletal system.	.00	2.63	6.58	44.74	44.74	.00	1.32	15.79	36.84	44.74	.00	5.26	30.26	28.95	34.21
13.	The student will be provided with the skills that will earn him a First Aid Certificate.	1.32	2.63	7.89	36.84	51.32	1.32	2.63	11.84	27.63	56.58	2.63	7.89	23.68	36.84	28.95

TABLE 4

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
14.	The student will be able to administer cardiopulmonary resuscitation.	1.32	1.32	13.16	36.84	46.05	1.32	.00	13.16	30.26	53.95	3.95	9.21	32.89	21.05	31.58
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.	2.63	5.26	14.47	32.89	39.47	1.32	6.58	18.42	30.26	38.16	6.58	14.47	35.53	15.79	22.37
16.	The student will be equipped with an understanding and knowledge of medical terminology.	.00	.00	2.63	22.37	75.00	.00	.00	6.58	35.53	57.89	.00	5.26	19.74	27.63	47.37
17.	The student will recognize the Latin roots from which medical terms are a derivative.	2.63	11.84	27.63	34.21	23.68	1.32	11.84	19.74	36.84	30.26	1.32	13.16	13.16	35.53	36.84
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.	.00	.00	5.26	17.11	77.63	.00	.00	6.58	17.11	76.32	1.33	4.00	18.67	29.33	46.67
19.	The student will become aware of the working environment of a hospital.	.00	1.32	7.89	31.58	56.58	.00	1.32	14.47	31.58	50.00	2.63	6.58	39.47	22.37	23.68
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	1.32	2.63	7.89	28.95	59.21	1.32	2.63	13.16	23.68	59.21	5.26	5.26	28.95	34.21	26.32

TABLE 4

Responses of High Schools to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
21.	The high school graduate in a Health Occupations program will be given instruction that will provide a Nurse's Aide Certificate.	2.63	3.95	11.84	38.16	42.11	1.32	3.95	7.89	38.16	47.37	3.95	6.58	25.00	31.58	31.58
22.	The high school graduate in a Health Occupations program will be given instruction in varied health careers.	.00	1.32	10.53	27.63	59.21	.00	.00	19.74	35.53	43.42	2.63	2.63	27.63	26.32	39.47
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	1.32	7.89	13.16	23.68	52.63	1.32	5.26	14.47	23.68	53.95	3.95	11.84	31.58	28.95	22.37
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	.00	.00	6.58	32.89	60.53	1.32	1.32	10.53	35.53	51.32	1.32	5.26	34.21	25.00	34.21
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	2.63	3.95	19.74	32.89	40.79	2.63	3.95	30.26	21.05	39.47	5.26	6.58	30.26	23.68	34.21

TABLE 5

RESPONSES OF STUDENTS TO TEN SPECIFIC HIGH SCHOOL RELATED ACTIVITIES

NO.	DESCRIPTION	FREQUENCY	%
1.	Have you ever done volunteer work in an Allied Health facility?		
	1. No response.	2	2.63
	2. Yes	16	21.05
	3. No	41	53.95
	4. Somewhat	17	22.37
2.	What member of your immediate family, if any, is involved in a career in Allied Health?		
	1. No response.	7	9.21
	2. Father	9	11.84
	3. Mother	11	14.47
	4. 2 and 3	4	5.26
	5. Brother	4	5.26
	6. Sister	6	7.89
	7. None	33	43.42
3.	Have you chosen your Freshman, Sophomore and Junior elective courses with an Allied Health career in mind?		
	1. No response.	2	2.63
	2. Yes	26	34.21
	3. No	12	15.79
	4. Somewhat	36	47.37
4.	Have you chosen your Freshman, Sophomore and Junior elective courses with graduation requirement in mind?		
	1. No response.	2	2.63
	2. Yes	58	76.32
	3. No	0	.00
	4. Somewhat	16	21.05
5.	You chose as your career preference one in Health Services (Allied Health) because:		
	1. No response.	3	3.95
	2. I was interested at the time, but am no longer.	5	6.58
	3. My mother and father think it is a good idea.	3	3.95
	4. I very much want a career in Allied Health.	54	71.05
	5. It seemed a good idea.	10	13.16

TABLE 5

RESPONSES OF STUDENTS TO TEN SPECIFIC HIGH SCHOOL RELATED ACTIVITIES

NO.	DESCRIPTION	FREQUENCY	%
6.	You are interested in a career in Allied Health because?		
	1. No response.	2	2.63
	2. It will offer working with people.	16	21.05
	3. I will be able to help someone less fortunate than myself.	4	5.26
	4. I want to help humanity relieve itself of ailments and sufferings as much as possible.	21	27.63
	5. It offers in-door working conditions.	0	.00
	6. It offers sanitary working conditions.	0	.00
	7. I enjoy working with microscopes and chemicals.	4	5.26
	8. I see this area as one that has the potential to offer many job opportunities.	29	38.16
7.	If you were to take a course that was devoted to the areas of Allied Health, which of the following would you want it <u>not</u> to include?		
	1. No response.	2	2.63
	2. Study of Latin roots for medical terminology.	17	22.37
	3. Study of advanced chemistry as applied to hospital lab work.	9	11.84
	4. Medical terminology usage.	0	.00
	5. Methods of interpersonal skills (how to get along with others).	4	5.26
	6. All are important and should be included.	44	57.89
8.	Which of the following do you think should be included in a course offering instruction in Allied Health occupations?		
	1. No response	3	3.95
	2. Certificates in First Aid.	5	6.58
	3. Certificates in Cardiopulmonary Resuscitation (Heart Massage)	0	.00
	4. Certificates in Emergency Medical Technology (Para-Medics)	3	3.95
	5. 2 and 3	6	7.89
	6. All of the above	58	76.32
9.	Would you want a course in Allied Health Occupations to prepare you for:		
	1. No response.	2	2.63
	2. The world of work in Health Services.	22	28.95
	3. Pursuing the same studies at a college or university.	48	63.16
	4. Pursuing the same studies at a technical college.	4	5.26

TABLE 5

RESPONSES OF STUDENTS TO TEN SPECIFIC
HIGH SCHOOL RELATED ACTIVITIES

NO.	DESCRIPTION	FREQUENCY	%
10.	Have you ever worked in Allied Health related occupation?		
	1. No response	2	2.63
	2. Yes	16	21.05
	3. No	50	65.79
	4. Can't recall	8	10.53

TABLE 6

FIRST CHOICE OF CAREER FIELD
BY HIGH SCHOOL STUDENTS

NO.	AREA	FREQUENCY	%
1.	Doctor/General/Specialist	22	28.9
2.	Veterinarian	13	17.2
3.	Chemist/Dentist/Technician/ Optometrist/Pharmacist/ Psychologist/Lab/X-Ray	22	28.9
4.	Nurse/RN/LPN/Physical Therapist	19	25.0
5.	First Aid and Rescue Specialist/ Hospital Administrator/Mortician/ Public Health Worker	0	0.0
	TOTAL	76	100.0

TABLE 7

Responses of Glendale Community College to Items 1 Through 10 of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	ITEM DESCRIPTION	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	13	26	9	5	0
2.	Medical facilities should assume the responsibility of training the potential or new employees.	7	31	2	11	2
3.	Members of the medical community expect too much from education.	9	22	7	12	2
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	18	27	6	2	0
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	3	16	7	23	3
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	1	1	4	33	12
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	0	3	2	31	17
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	0	2	0	29	22
9.	Provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.	0	4	8	33	8
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	11	16	9	16	1

TABLE 8

Responses of Glendale Community College to Items 1 Through 10 of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	ITEM DESCRIPTION	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	24.53	49.06	16.98	9.43	.00
2.	Medical facilities should assume the responsibility of training the potential or new employees.	13.21	58.49	3.77	20.75	3.77
3.	Members of the medical community expect too much from education.	16.98	41.51	13.21	22.64	3.77
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	33.96	50.94	11.32	3.77	.00
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	5.66	30.19	13.21	43.40	5.66
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	1.89	1.89	7.55	62.26	22.64
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	.00	5.66	3.77	58.49	32.08
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	.00	3.77	.00	54.72	41.51
9.	Provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.	.00	7.55	15.09	62.26	15.09
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	20.75	30.19	16.98	30.19	1.89

TABLE 9

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
1.	The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	0	3	7	32	10	0	0	18	18	15	2	0	20	21	8
2.	The student will be provided with entry level skills in health occupations.	1	1	5	27	19	0	0	10	21	22	2	2	18	22	9
3.	The student will be involved in half-time work - half-time school experience in the medical community.	2	0	4	25	22	0	1	10	19	22	4	1	14	22	11
4.	The medical community will be benefited by health occupations instruction in the secondary school.	4	3	8	22	16	1	4	15	13	17	5	3	17	12	13
5.	The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	1	1	6	27	18	1	0	12	18	22	2	2	20	21	8
6.	The student will be provided with instruction required to obtain a first aid certificate.	0	3	10	21	19	0	0	8	9	36	1	4	15	15	18

TABLE 9

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
	Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
7. The student will be given instruction in health occupations at the 11th grade level.	4	1	7	24	16	2	4	8	22	16	2	3	12	18	17
8. The student will know the steps required to enter an allied health occupation.	0	1	2	13	37	0	3	6	11	32	0	1	8	20	23
9. The student will be provided with a general over-view of community health facilities and functions of hospitals.	1	0	8	21	22	1	1	20	10	20	1	0	14	17	20
10. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	2	1	7	10	33	2	0	14	14	23	4	2	16	15	16
11. The student will become aware of the working environment of a hospital.	1	1	6	18	27	1	1	10	15	25	2	2	14	19	15
12. The student will identify and work with the anatomy and physicology of the musculo-skeletal system.	1	1	6	15	30	1	1	9	11	30	1	2	13	15	21
13. The student will be provided with the skills that will earn him a First Aid Certificate.	1	1	11	20	20	2	0	10	15	26	2	1	18	13	18

TABLE 9

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
14.	The student will be able to administer cardiopulmonary resuscitation.	1	1	6	11	34	1	0	6	13	33	2	2	13	15	21
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.	1	0	6	19	23	1	0	9	18	21	1	2	12	19	15
16.	The student will be equipped with an understanding and knowledge of medical terminology.	1	0	10	16	26	1	0	10	20	21	2	0	18	16	16
17.	The student will recognize the Latin roots from which medical terms are a derivative.	8	9	14	15	7	8	4	18	11	11	7	6	16	10	13
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.	2	2	5	10	34	2	2	5	12	32	3	3	9	13	25
19.	The student will become aware of the working environment of a hospital.	2	1	11	16	21	2	1	14	14	20	2	6	15	15	13
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	5	2	7	10	29	5	2	10	12	24	5	2	14	15	17

TABLE 9

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
21.	The high school graduate in a Health Occupation program will be given instruction that will provide a Nurse's Aide Certificate.	2	5	11	10	25	2	4	6	16	25	3	6	10	14	20
22.	The high school graduate in a Health Occupations program will be given instruction in varied health careers.	3	2	11	14	22	3	0	16	16	16	3	3	16	11	19
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	2	7	8	15	21	1	4	14	13	21	2	7	19	13	12
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	1	2	8	21	21	1	2	8	25	16	1	2	21	16	12
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	0	1	4	14	34	1	3	9	10	27	0	1	9	13	29

TABLE 10

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
1.	The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	.00	5.66	13.21	60.38	18.87	.00	.00	33.96	33.96	28.30	3.77	.00	37.74	39.62	15.09
2.	The student will be provided with entry level skills in health occupations.	1.89	1.89	9.43	50.94	35.85	.00	.00	18.87	39.62	41.51	3.77	3.77	33.96	41.51	16.98
3.	The student will be involved in half-time work - half-time school experience in the medical community.	3.77	.00	7.55	47.17	41.51	.00	1.89	18.87	35.85	41.51	7.55	1.89	26.42	41.51	20.75
4.	The medical community will be benefited by health occupations instruction in the secondary school.	7.55	5.66	15.09	41.51	30.19	1.89	7.55	28.30	24.53	32.08	9.43	5.66	32.08	22.64	24.53
5.	The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	1.89	1.89	11.32	50.94	33.96	1.89	.00	22.64	33.96	41.51	3.77	3.77	37.74	39.62	15.09
6.	The student will be provided with instruction required to obtain a first aid certificate.	.00	5.66	18.87	39.62	35.85	.00	.00	15.09	16.98	67.92	1.89	7.55	28.30	28.30	33.96

TABLE 10

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
7.	The student will be given instruction in health occupations at the 11th grade level.	7.55	1.89	13.21	45.28	30.19	3.77	7.55	15.09	41.51	30.19	3.77	5.66	22.64	33.96	32.08
8.	The student will know the steps required to enter an allied health occupation.	.00	1.89	3.77	24.53	69.81	.00	5.66	11.32	20.75	60.38	.00	1.89	15.09	37.74	43.40
9.	The student will be provided with a general over-view of community health facilities and functions of hospitals.	1.89	.00	15.09	39.62	41.51	1.89	1.89	37.74	18.87	37.74	1.89	.00	26.42	32.08	37.74
10.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	3.77	1.89	13.21	18.87	62.26	3.77	.00	26.42	26.42	43.40	7.55	3.77	30.19	28.30	30.19
11.	The student will become aware of the working environment of a hospital.	1.89	1.89	11.32	33.96	50.94	1.89	1.89	18.87	28.30	47.17	3.77	3.77	26.42	35.85	28.30
12.	The student will identify and work with the anatomy and physicology of the musculo-skeletal system.	1.89	1.89	11.32	28.30	56.60	1.89	1.89	16.98	20.75	56.60	1.89	3.77	24.53	28.30	39.62
13.	The student will be provided with the skills that will earn him a First Aid Certificate.	1.89	1.89	20.75	37.74	37.74	3.77	.00	18.87	28.30	49.06	3.77	1.89	33.96	24.53	33.96

TABLE 10

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
14.	The student will be able to administer cardiopulmonary resuscitation.	1.89	1.89	11.32	20.75	64.15	1.89	.00	11.32	24.53	62.26	3.77	3.77	24.53	28.30	39.62
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.	1.89	.00	11.32	35.85	43.40	1.89	.00	16.98	33.96	39.62	1.89	3.77	22.64	35.85	28.30
16.	The student will be equipped with an understanding and knowledge of medical terminology.	1.89	.00	18.87	30.19	49.06	1.89	.00	18.87	37.74	39.62	3.77	.00	33.96	30.19	30.19
17.	The student will recognize the Latin roots from which medical terms are a derivative.	15.09	16.98	26.42	28.30	13.21	15.09	7.55	33.96	20.75	20.75	13.21	11.32	30.19	18.8	24.53
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.	3.77	3.77	9.43	18.87	64.15	3.77	3.77	9.43	22.64	60.38	5.66	5.66	16.98	24.53	47.17
19.	The student will become aware of the working environment of a hospital.	3.77	1.89	20.75	30.19	39.62	3.77	1.89	26.42	26.42	37.74	3.77	11.32	28.30	28.30	24.53
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	9.43	3.77	13.21	18.87	54.72	9.43	3.77	18.87	22.64	45.28	9.43	3.77	26.42	28.30	32.08

TABLE 10

Responses of Glendale Community College to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations
(Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
21.	The high school graduate in a Health Occupation program will be given instruction that will provide a Nurse's Aide Certificate.	3.77	9.43	20.75	18.87	47.17	3.77	7.55	11.32	30.19	47.17	5.66	11.32	18.87	26.42	37.74
22.	The high school graduate in a Health Occupations program will be given instruction in varied health careers.	5.66	3.77	20.75	26.42	41.51	5.66	.00	30.19	30.19	30.19	5.66	5.66	30.19	20.75	35.85
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	3.77	13.21	15.09	28.30	39.62	1.89	7.55	26.42	24.53	39.62	3.77	13.21	35.85	24.53	22.64
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	1.89	3.77	15.09	39.62	39.62	1.89	3.77	15.09	47.17	30.19	1.89	3.77	39.62	30.19	22.64
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	.00	1.89	7.55	26.42	64.15	1.89	5.66	16.98	18.87	50.94	.00	1.89	16.98	24.53	54.72

TABLE 11

Responses of Health Community to Items 1 Through 10 of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	ITEM DESCRIPTION	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	15	37	13	4	1
2.	Medical facilities should assume the responsibility of training the potential or new employees.	6	32	11	20	2
3.	Members of the medical community expect too much from education.	5	38	16	12	0
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	22	39	8	3	0
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	10	33	9	17	3
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	2	6	19	37	9
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	1	1	3	50	18
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	0	4	4	48	17
9.	Provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.	1	5	7	47	12
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	7	32	16	15	3

TABLE 12

Responses of Health Community to Items 1 Through 10 of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	ITEM DESCRIPTION	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	20.55	50.68	17.81	5.48	1.37
2.	Medical facilities should assume the responsibility of training the potential or new employees.	8.22	43.84	15.07	27.40	2.74
3.	Members of the medical community expect too much from education.	6.85	52.05	21.92	16.44	.00
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	30.14	53.42	10.96	4.11	.00
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	13.70	45.21	12.33	23.29	4.11
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	2.74	8.22	26.03	50.68	12.33
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	1.37	1.37	4.11	68.49	24.66
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	.00	5.48	5.48	65.75	23.29
9.	Provided with entry level skills in health occupations, a high school graduate will be more easily placed in allied health employment.	1.37	6.85	9.59	64.38	16.44
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	9.59	43.84	21.92	20.55	4.11

TABLE 13

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
1.	The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	1	3	20	36	13	0	4	26	26	13	1	2	30	29	8
2.	The student will be provided with entry level skills in health occupations.	0	5	11	41	14	0	3	16	26	26	0	3	30	27	11
3.	The student will be involved in half-time work - half-time school experience in the medical community.	2	3	9	39	18	2	4	12	26	24	2	0	31	28	11
4.	The medical community will be benefited by health occupations instruction in the secondary school.	0	2	9	36	24	0	5	18	25	22	2	3	28	28	8
5.	The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	0	1	9	30	30	0	5	8	30	26	0	2	21	31	16
6.	The student will be provided with instruction required to obtain a first aid certificate.	1	10	17	19	25	0	7	17	10	37	1	7	22	22	20

TABLE 13

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations

(Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
7.	The student will be given instruction in health occupations at the 11th grade level.	1	3	16	30	18	0	3	26	24	15	0	2	24	26	16
8.	The student will know the steps required to enter an allied health occupation.	0	1	5	23	44	0	1	17	14	39	0	0	15	28	29
9.	The student will be provided with a general over-view of community health facilities and functions of hospitals.	1	1	10	35	26	0	2	20	23	26	1	2	28	28	12
10.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	0	0	7	26	37	0	1	13	22	33	1	4	28	26	10
11.	The student will become aware of the working environment of a hospital.	0	1	10	31	31	0	1	20	26	24	3	4	34	16	15
12.	The student will identify and work with the anatomy and physicology of the musculo-skeletal system.	1	4	15	29	19	0	3	21	21	23	0	2	22	25	18
13.	The student will be provided with the skills that will earn him a First Aid Certificate.	2	8	13	23	24	2	4	15	22	26	2	3	22	21	20

TABLE 13

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations
(Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
14.	The student will be able to administer cardiopulmonary resuscitation.	2	5	12	19	32	2	4	17	13	34	4	3	26	17	19
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.	0	2	10	21	36	0	2	16	20	31	2	3	28	23	13
16.	The student will be equipped with an understanding and knowledge of medical teminology.	0	3	13	29	27	0	2	23	24	23	0	3	29	24	16
17.	The student will recognize the Latin roots from which medical terms are a derivative.	6	15	25	9	15	5	9	30	8	17	5	11	25	13	15
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressures.	1	2	10	31	26	2	1	14	18	34	1	2	24	24	19
19.	The student will become aware of the working environment of a hospital.	1	2	9	30	27	1	3	16	25	23	3	6	31	16	12
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	2	4	16	24	25	1	1	24	13	32	1	3	34	14	18

TABLE 13

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations
(Frequencies)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
21.	The high school graduate in a Health Occupation program will be given instruction that will provide a Nurse's Aide Certificate.	6	10	14	26	13	7	4	18	23	18	6	1	32	17	12
22.	The high school graduate in a Health Occupation program will be given instruction in varied health careers.	3	0	9	25	33	3	3	17	19	28	3	0	25	19	23
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	1	7	15	24	23	0	4	19	15	32	3	8	31	16	12
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	0	2	9	30	29	0	3	15	21	29	0	4	28	21	17
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	3	10	17	25	15	6	6	18	18	18	2	9	17	18	20

TABLE 14

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
1.	The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	1.37	4.11	27.40	49.32	17.81	.00	5.48	35.62	35.62	17.81	1.37	2.74	41.10	39.73	10.96
2.	The student will be provided with entry level skills in health occupations.	.00	6.85	15.07	56.16	19.18	.00	4.11	21.92	35.62	35.62	.00	4.11	41.10	36.99	15.07
3.	The student will be involved in half-time work - half-time school experience in the medical community.	2.74	4.11	12.33	53.42	24.66	2.74	5.48	16.44	35.62	32.88	2.74	.00	42.47	38.36	15.07
4.	The medical community will be benefited by health occupations instruction in the secondary school.	.00	2.74	12.33	49.32	32.88	.00	6.85	24.66	34.25	30.14	2.74	4.11	38.36	38.36	10.96
5.	The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	.00	1.37	12.33	41.10	41.10	.00	6.85	10.96	41.10	35.62	.00	2.74	28.77	42.47	21.92
6.	The student will be provided with instruction required to obtain a first aid certificate.	1.37	13.70	23.29	26.03	34.25	.00	9.59	23.29	13.70	50.68	1.37	9.59	30.14	30.14	27.40

TABLE 14

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations
(Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
7.	The student will be given instruction in health occupations at the 11th grade level.	1.37	4.11	21.92	41.10	24.66	.00	4.11	35.62	32.88	20.55	.00	2.74	32.88	35.62	21.92
8.	The student will know the steps required to enter an allied health occupation.	.00	1.37	6.85	31.51	60.27	.00	1.37	23.29	19.18	53.42	.00	.00	20.55	38.36	39.73
9.	The student will be provided with a general over-view of community health facilities and functions of hospitals.	1.37	1.37	13.70	47.95	35.62	.00	2.74	27.40	31.51	35.62	1.37	2.74	38.36	38.36	16.44
10.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	.00	.00	9.59	35.62	50.68	.00	1.37	17.81	30.14	45.21	1.37	5.48	38.36	35.62	13.70
11.	The student will become aware of the working environment of a hospital.	.00	1.37	13.70	42.47	42.47	.00	1.37	27.40	35.62	32.88	4.11	5.48	46.58	21.92	20.55
12.	The student will identify and work with the anatomy and physicology of the musculo-skeletal system.	1.37	5.48	20.55	39.73	26.03	.00	4.11	28.77	28.77	31.51	.00	2.74	30.14	34.25	24.66
13.	The student will be provided with the skills that will earn him a First Aid Certificate.	2.74	10.96	17.81	31.51	32.88	2.74	5.48	20.55	30.14	35.62	2.74	4.11	30.14	28.77	27.40

TABLE 14

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
14.	The student will be able to administer cardiopulmonary resuscitation.	2.74	6.85	16.44	26.03	43.84	2.74	5.48	23.29	17.81	46.58	5.48	4.11	35.62	23.29	26.03
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.	.00	2.74	13.70	28.77	49.32	.00	2.74	21.92	27.40	42.47	2.74	4.11	38.36	31.51	17.81
16.	The student will be equipped with an understanding and knowledge of medical terminology.	.00	4.11	17.81	39.73	36.99	.00	2.74	31.51	32.88	31.51	.00	4.11	39.73	32.88	21.92
17.	The student will recognize the Latin roots from which medical terms are a derivative.	8.22	20.55	34.25	12.33	20.55	6.85	12.33	41.10	10.96	23.29	6.85	15.07	34.25	17.81	20.55
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.	1.37	2.74	13.70	42.47	35.62	2.74	1.37	19.18	24.66	46.58	1.37	2.74	32.88	32.88	26.03
19.	The student will become aware of the working environment of a hospital.	1.37	2.74	12.33	41.10	36.99	1.37	4.11	21.92	34.25	31.51	4.11	8.22	42.47	21.92	16.44
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	2.74	5.48	21.92	32.88	34.25	1.37	1.37	32.88	17.81	43.84	1.37	4.11	46.58	19.18	24.66

TABLE 14

Responses of Health Community to the Twenty-Five Goals of the Educational Needs Assessment Instrument for Health Occupations (Percentages)

NO.	DESCRIPTION	HOW IMPORTANT IS IT?					TO WHAT EXTENT SHOULD THE GOAL BE ACHIEVED BY STUDENTS?					WHAT IS THE SCHOOL'S RESPONSIBILITY FOR IT?				
		Least	Marginal	Average	Important	Most	Not at All	Somewhat	Average	Almost	Completely	Little	Minor	Share	Major	Complete
21.	The high school graduate in a Health Occupation program will be given instruction that will provide a Nurse's Aide Certificate.	8.22	13.70	19.18	35.62	17.81	9.59	5.48	24.66	31.51	24.66	8.22	1.37	43.84	23.29	16.44
22.	The high school graduate in a Health Occupations program will be given instruction in varied health careers.	4.11	.00	12.33	34.25	45.21	4.11	4.11	23.29	26.03	38.36	4.11	.00	34.25	26.03	31.51
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	1.37	9.59	20.55	32.88	31.51	.00	5.48	26.03	20.55	43.84	4.11	10.96	42.47	21.92	16.44
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	.00	2.74	12.33	41.10	39.73	.00	4.11	20.55	28.77	39.73	.00	5.48	38.36	28.77	23.29
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	4.11	13.70	23.29	34.25	20.55	8.22	8.22	24.66	24.66	24.66	2.74	12.33	23.29	24.66	27.40

TABLE 15

Chi-square Statistics for Comparing GUHSD High Schools, Glendale Community College, and Health Community Responses to 85 Items on the Questionnaire

ITEM	CHI-SQUARE	DEGREES OF FREEDOM
1.	3.08	6
2.	42.07**	8
3.	18.19*	8
4.	2.69	4
5.	27.33**	8
6.	13.86**	4
7.	13.27**	2
8.	15.75**	4
9.	7.79	4
10.	19.27*	8
1 a.	5.91	4
1 b.	13.11*	4
1 c.	.00	0
2 a.	11.31*	4
2 b.	4.70	4
2 c.	8.18	4
3 a.	27.54**	4
3 b.	9.03	4
3 c.	3.11	4
4 a.	3.71	4
4 b.	5.63	6
4 c.	10.39	6
5 a.	11.16*	4
5 b.	10.73*	4
5 c.	11.57*	4
6 a.	11.05	6
6 b.	9.45	4
6 c.	1.36	6
7 a.	2.64	4
7 b.	18.58**	6
7 c.	8.04	4
8 a.	4.50	2
8 b.	5.72	4
8 c.	1.62	4
9 a.	3.63	4
9 b.	10.73*	4
9 c.	9.72*	4
10 a.	7.76	4
10 b.	1.80	4
10 c.	15.17**	6
11 a.	7.01	4
11 b.	12.93*	4
11 c.	10.50	6
12 a.	16.87**	4
12 b.	11.41*	4
12 c.	2.86	4
13 a.	13.88*	6
13 b.	6.37	4
13 c.	4.21	6

TABLE 15

Chi-square Statistics for Comparing GUHSD High Schools, Glendale Community College, and Health Community Responses to 85 Items on the Questionnaire

ITEM	CHI-SQUARE	DEGREES OF FREEDOM
14 a.	8.60	4
14 b.	10.93*	4
14 c.	4.60	6
15 a.	2.90	4
15 b.	1.37	4
15 c.	18.35**	6
16 a.	25.61**	4
16 b.	20.39**	4
16 c.	11.60*	4
17 a.	17.92*	8
17 b.	26.87**	8
17 c.	23.72**	8
18 a.	27.75**	4
18 b.	13.27**	4
18 c.	.00	0
19 a.	10.61*	4
19 b.	7.65	4
19 c.	4.52	6
20 a.	13.59**	4
20 b.	7.80	4
20 c.	5.40	4
21 a.	21.80**	6
21 b.	18.10**	6
21 c.	10.10*	4
22 a.	9.09	4
22 b.	5.79	4
22 c.	1.76	4
23 a.	8.52	8
23 b.	5.43	6
23 c.	2.90	8
24 a.	9.84*	4
24 b.	8.73	4
24 c.	2.61	4
25 a.	29.32**	6
25 b.	12.62*	6
25 c.	13.72*	6

** $p < 9.01$
* $p < 0.05$

a. How important is it?
b. To what extent should the goal be achieved by students?
c. What is the school's responsibility for it?

TABLE 16

Top Twenty Career Choices for Students of
GUHS District
1974-1975

NO.	CAREER	1ST CHOICE RESPONSES	1ST CHOICE RANK
23.	Secretary/All Kinds	319	1
95.	Air Stewardess	314	2
91.	Pro Athlete/Coach	246	3
70.	Veterinarian	204	4
92.	School/Teacher/Counselor/Admin.	199	5
2.	Forester	184	6
57.	Music/Performer/Composer	170	7
61.	Doctor/General/Specialist	165	8
3.	Game & Fish Agent	163	9
64.	Nurse/RN/LPN	160	10
72.	Lawyer/Judge	136	11
73.	Police Officer	134	12
93.	Social Worker/Probation Officer	131	13
97.	Pilot/Flight Crewman	131	14
6.	Architect	130	15
1.	Farmer/Rancher	127	16
75.	Auto Mechanic	124	17
60.	Dentist/Technician	121	18
79.	Child Care Specialist	99	19
33.	Carpenter	97	20

NO.	CAREER	TOTAL (1,2,3) RESPONSES	TOTAL (1,2,3) RANK
95.	Air Stewardess	859	1
23.	Secretary/All Kinds	638	2
2.	Forester	541	3
92.	School/Teacher/Counselor/Admin.	540	4
70.	Veterinarian	508	5
93.	Social Worker/Probation Officer	506	6
3.	Game & Fish Agent	504	7
91.	Pro Athlete/Coach	497	8
75.	Auto Mechanic	481	9
79.	Child Care Specialist	469	10
73.	Police Officer	430	11
99.	Trucker	393	12
57.	Music/Performer/Composer	386	13
97.	Pilot/Flight Crewman	373	14
72.	Lawyer/Judge	363	15
64.	Nurse/RN/LPN	351	16
1.	Farmer/Rancher	302	17
33.	Carpenter	296	18
9.	Interior Designer	289	19
27.	Photographer	283	20

SECTION VI

APPENDICES

1974 STUDENT CAREER INTEREST SURVEY

Place one letter or one number in each square, skipping one square for each space. From the career interests listed below, please select your top three and enter their code numbers in order of your preference in the boxes at the lower right.

PLEASE PRINT

Last Name | First Name | Initial

Address-Number & Street | City | Zip

Home Phone | Grade (09-10-11) | Male-Female (M-F)

School | Career Interests 1st 2nd 3rd

CAREER INTERESTS

AGRI-BUSINESS & NATURAL RESOURCES
01 Farmer/Rancher
02 Forester
03 Game & Fish Agent
04 Miner
05 Soil Conservationist

ARTS & ARCHITECTURE
06 Architect
07 Fashion Designer
08 Industrial Designer
09 Interior Designer

BUSINESS & ADMINISTRATION
10 Accountant
11 Advertising & PR Person
12 Agent/Purchasing/Marketing
13 Auto Businessman
14 Banker
15 Contractor
16 Hotel & Restaurant Manager
17 Insurance Sales Person
18 Military Officer
19 Parks Manager/State/Federal
20 Personnel Manager
21 Real Estate/Agent/Appraiser
22 Retail Sales/Salesman/Manager
23 Secretary/All Kinds
24 Small Business Owner

COMMUNICATIONS
25 Commercial Artist/Illustrator
26 Computers/Programmer/Other
27 Photographer
28 Printer/Graphic Artist
29 Radio & TV Broadcaster/Producer
30 Reporter/Journalist/Editor
31 Telephone/Operator/Other

CONSTRUCTION
32 Bricklayer/Mason
33 Carpenter
34 Electrician
35 Heating & Air Cond. Specialist
36 Heavy Equipment Operator
37 Machinist/Metal Worker
38 Painter/Plasterer
39 Plumber
40 Steel Worker/Welder
41 Surveyor

ENGINEERING & SCIENCE
42 Archeologist
43 Biologist
44 Chemist
45 Criminologist
46 Ecologist
47 Engineer/Civil
48 Engineer/Electrical
49 Engineer/Mechanical
50 Geologist
51 Mathematician
52 Oceanographer
53 Physicist/Space Scientist

FINE ARTS & HUMANITIES
54 Actor
55 Dancer
56 Movies/Producer/Director/Other
57 Music/Performer/Composer
58 Painter/Sculptor
59 Writer/Critic

HEALTH SERVICES
60 Dentist/Technician
61 Doctor/General/Specialist
62 Hospital Administrator
63 Mortician
64 Nurse/RN/LPN
65 Pharmacist
66 Physical Therapist
67 Psychologist
68 Public Health Worker
69 Technician/Lab/X-Ray
70 Veterinarian

PUBLIC SERVICES
71 Fireman/Search & Rescue
72 Lawyer/Judge
73 Police Officer
74 Sanitation Engineer

SERVICE TRADE
75 Auto Mechanic
76 Aviation Mechanic
77 Barber/Beautician
78 Chef
79 Child Care Specialist
80 Home Economist/ Dietician
81 Radio & TV Serviceman/ Ham Operator

SOCIAL RESEARCH & PLANNING
82 Anthropologist
83 Economist
84 Geographer
85 Historian
86 Political Scientist
87 Sociologist
88 Urban Planner

SOCIAL SERVICE
89 Clergyman
90 Librarian
91 Pro Athlete/Coach
92 School/Teacher/ Counselor/Admin.
93 Social Worker/ Probation Officer
94 Youth Agency Admin.

TRANSPORTATION
95 Air Stewardess
96 Mass Transit/Designer/ Worker
97 Pilot/Flight Crewman
98 Seaman
99 Trucker

APPENDIX B

Printed below are extrapolations from The Guide to Vocational Education in America: Trends to 1978, compiled by Jonathan Hoffman, published by Market Data Retrieval, Inc., 1975.

I. Average Annual Job Openings in Occupations for which students of Vocational Education are prepared, 1973, in Arizona.

Agricultural occs.	Distribution/ Marketing	Health Occ.	Home Economics	Bus & Office	Technical Occ.	Trade & Industrial
1,069	4,407	6,566	1,437	5,965	2,159	9,050

II. Number of Jobs left unfilled by students completing Vocational Education Programs, 1973, in Arizona.

223	1,939	4,715	260	57	1,097	2,987

III. Average Annual Job Openings in Occupations for which students of Vocational Education are prepared, 1978, in Arizona.

1,350	10,211	10,207	6,157	8,930	2,847	12,037

IV. Projected Number of Students completing Vocational Education, 1978, in Arizona.

964	4,097	3,517	2,177	7,562	1,661	9,640

V. Projected Number of Job Openings left unfilled by students completing Vocational Education, 1978, in Arizona.

386	6.114	6,690	3,980	1,368	1,186	2,397

APPENDIX C

EDUCATIONAL NEEDS ASSESSMENT INSTRUMENT

FOR HEALTH OCCUPATIONS

School _____ Student Name _____

Date _____

From the following Allied Health Occupational categories, choose three that you would be the most interested in as a career field. Mark them one (1), two (2), and three (3). If you do not have three areas that you find of interest mark only (1) and (2).

___ Chemist

___ Dentist/Technician

___ Dietician

___ Doctor/General/Specialist

___ 1st aid and rescue specialist

___ Veterinarian

___ Hospital Administrator

___ Mortician

___ Nurse/RN/LPN

___ Optometrist

___ Pharmacist

___ Physical Therapist

___ Psychologist

___ Technician/Lab/X-Ray

___ Public Health Worker

For each of the following questions, please indicate your opinion by blacking out one of the responses in the right hand column.

	1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
1. High school curriculum in Health occupations is meeting the needs of the medical community.	1	2	3	4	5
2. Medical facilities should assume the responsibility of training the potential or new employees.	1	2	3	4	5
3. Members of the medical community expect too much from education.	1	2	3	4	5
4. The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	1	2	3	4	5

5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	1 2 3 4 5
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	1 2 3 4 5
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	1 2 3 4 5
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	1 2 3 4 5
9.	Provided with entry level skills in health occupations, a high school graduate will more easily placed in allied health employment.	1 2 3 4 5
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	1 2 3 4 5

BEST COPY AVAILABLE

NOTE: Your are asked to answer the following statements using the choices given. Do you understand them? Do not precede unless you do.

	How important is it?	To what extent should the goal be achieved by students?	What is the school's responsibility for it?
	least ..... 1 marginal ... 2 average ... 3 important . 4 most 5	not at all . 1 somewhat .. 2 average ... 3 almost ... 4 completely . 5	little ..... 1 minor ..... 2 share ..... 3 major ..... 4 complete .. 5
1. The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. The student will be provided with entry level skills in health occupations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. The student will be involved in half-time - half-time school experience in the medical community.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. The medical community will be benefited by health occupations instruction in the secondary school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. The student will be provided with instruction required to obtain a 1st aid certificate.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. The student will be given instruction in health occupations at the 11th grade level.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. The student will know the steps required to enter an allied health occupation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. The student will be provided with a general over-view of community health facilities and functions of hospitals.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. The student will become aware of the working environment of a hospital.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

1. Have you ever done volunteer work in an allied health facility? 1 2 3 4 5 6 7

   1. Yes
   2. No
   3. Somewhat

2. What member of you immediate family, if any, is involved in a career. 1 2 3 4 5 6 7

   1. Fater
   2. Mother
   3. 1 and 2
   4. Brother
   5. Sister
   6. 4 and 5

3. Have you chosen your Freshmen, Sophomore and Junior elective courses with and Allied Health career in mind? 1 2 3 4 5 6 7

   1. Yes
   2. No
   3. Somewhat

4. Have you chosen your Freshmen, Sophomore and Junior elective courses with graduation requirement in mind? 1 2 3 4 5 6 7

   1. Yes
   2. No
   3. Somewhat

5. You chose as your career preference one in Health Services (Allied Health) because: 1 2 3 4 5 6 7

   1. I was interested at the time, but am no longer
   2. My mother and father think it is a good idea
   3. I very much want a career in Allied Health
   4. It seemed a good idea

6. You are interested in a career in Allied Health because? 1 2 3 4 5 6 7

   1. It will offer working with people
   2. I will be able to help someone less fortunate than myself
   3. I want to help humanity relieve itself of ailments and sufferings as much as possible.
   4. It offers in-door working conditions
   5. If offers sanitary working conditions
   6. I enjoy working with microscopes and chemicals
   7. I see this area as one that has the potential to offer many job opportunities.

7. If you were to take a course that was devoted to the areas of Allied Health which of the following would you want it <u>not</u> to include? 1 2 3 4 5

   1. Study of Latin roots for medical terminology
   2. Study of advanced chemistry as applied to hospital lab work
   3. Medical terminology usage
   4. Methods of interpersonal skills (how to get along with others)
   5. All are important and should be included.

8. Which of the following do you think should be included in a course offering instruction in allied health Occupations? 1 2 3 4 5

   1. Certificates in First Aid
   2. Certificates in Cardiopulmonery Resuscitation (Heart Massage)
   3. Certificates in Emergency Medical Technology (Para-Medics)
   4. 1 and 2
   5. All of the above

9. Would you want a course in Allied Health Occupations to prepare you for: 1 2 3

   1. The world of work in Health Services
   2. Pursuing the same studies at a college or university
   3. Pursuing the same studies at a technical college

10. Have you ever worked in Allied Health related occupation? 1 2 3

    1. Yes
    2. No
    3. Can't recall

APPENDIX D

EDUCATIONAL NEEDS ASSESSMENT INSTRUMENT

FOR HEALTH OCCUPATIONS

Institution _____ Name _____

Date _____

For each of the following questions, please indicate your opinion by blacking out one of the responses in the right hand column.

		1 strongly disagree	2 disagree	3 undecided	4 agree	5 strongly agree
1.	High school curriculum in Health occupations is meeting the needs of the medical community.	1	2	3	4	5
2.	Medical facilities should assume the responsibility of training the potential or new employees.	1	2	3	4	5
3.	Members of the medical community expect too much from education.	1	2	3	4	5
4.	The high school graduate is equipped with the necessary skills to function effectively in the health occupation workplace.	1	2	3	4	5
5.	All students including those who are planning to attend college should have job entry level skills in health occupations upon exiting from high school.	1	2	3	4	5
6.	More of secondary school curriculum budget should be spent in providing health occupation-related instruction.	1	2	3	4	5
7.	A student, if he has chosen an Allied Health career, should be provided with necessary entry level skills in that area to continue into a junior college or university.	1	2	3	4	5
8.	Cooperative education (half-time work - half-time school) is an effective method for the public school system and medical community to work together to provide students the skills necessary for a career in Allied Health.	1	2	3	4	5
9.	Provided with entry level skills in health occupations, a high school graduate will more easily placed in allied health employment.	1	2	3	4	5
10.	Assisting student to find jobs upon exiting from high school should be a responsibility of the school.	1	2	3	4	5

NOTE: Your are asked to answer the following statements using the choices given. Do you understand them? Do not precede unless you do.

	How important is it? 1 least ... 2 marginal ... 3 average ... 4 important ... 5 most	To what extent should the goal be achieved by students? 1 not at all ... 2 somewhat ... 3 average ... 4 almost ... 5 completely	What is the school's responsibility for it? 1 little ... 2 minor ... 3 share ... 4 major ... 5 complete
1. The student will receive health occupation-related instruction in the secondary school of Glendale High School District.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. The student will be provided with entry level skills in health occupations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. The student will be involved in half-time - half-time school experience in the medical community.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. The medical community will be benefited by health occupations instruction in the secondary school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. The junior college will be able to take secondary school graduates in health occupations, to a high level of instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. The student will be provided with instruction required to obtain a 1st aid certificate.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. The student will be given instruction in health occupations at the 11th grade level.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. The student will know the steps required to enter an allied health occupation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. The student will be provided with a general over-view of community health facilities and functions of hospitals.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics and medical terminology.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. The student will become aware of the working environment of a hospital.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

12.	The student will identify and work with the anatomy and physicology of the musculo-skeletal system.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	The student will be provided with the skills that will earn him a First Aid Certificate.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	The student will able to administer cardiopulmonary resuscitation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	The student will be introduced to the patient as a person in regard to interpersonal relationships, professional ethics.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	The student will be equipped with an understanding and knowledge of medical terminology.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	The student will recognize the Latin roots from which medical terms are a derivative.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	The student will be taught the skills of taking vital sign indicators, i.e., temperature, pulse, blood pressure.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	The student will become aware of the working environment of a hospital.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.	The student will be able to utilize the skills of medical asepsis, i.e., hand-washing procedures, sterile technique in isolation and patient care.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21.	The high school graduate in a Health Occupations program will be given instruction that will provide a Nurse's Aide Certificate.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22.	The high school graduate in a Health Occupations program will be given instruction in varied health careers.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23.	The student will by the end of the program in Health Occupation have made a career choice and alternatives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
24.	The student will be involved in Allied Health Work Exposure while enrolled in a Health Occupations program.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
25.	An Allied Health Program should be taught by a certificated Registered Nurse.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

APPENDIX E

HEALTH OCCUPATIONS AND CAREERS

Thunderbird High School

- - - - - - - - - - - - - - - - - HOC MINI-PILOT - - - - - - - - - -

DESCRIPTION: On December 9 and 10 as well as each Tuesday and Wednesday thereafter, students of Communication and Careers-6th hour will be traveling by bus to Veterans Administration Hospital. They will leave campus at approximately 11:30A and return before 2:00P. While they are at the hospital they will be assigned to one of many work stations where they will volunteer their assistance to the paid employees on that station. They will serve on one station for three weeks and then rotate to another station for three additional weeks. The program as such will end on January 14, 1976.

STIPULATION: Each of the students involved has received permission from their seventh hour teacher, whose class will be missed each Tuesday and Wednesday, with the stipulation that the class work and assignments will be made up by the student and at his/her own initiation. Any failure of the student to do so jeopardizes his grade in both Communications and Careers as well as the class of the consenting seventh-hour teacher.

GOAL: To determine the advantages and disadvantages of providing a year-long course in Health Occupations that uses the Veterans Hospital as a base for occupations and career exposure.

(a) Busing logistics
(b) Most suitable and constructive time frame
(c) Stations that will accomodate students best
(d) Liaison between local school and hospital administration

OBJECTIVES: The student will utilize skills of communication in dealing with persons on his/her station.

The student will receive exposure to the available job opportunities within this medical facility.

The student will become aware of those factors involved in patient care.

The students will determine the feasibility of implementing a health occupations program that would be offered district-wide and housed at Thunderbird High School.

EVALUATION: Each student will receive three separate critiques. One from the Communications and Careers instructor; one from the personnel with which they work at the hospital and a third from the Chief of Volunteer Services, VA Hospital, Bill Peterson.

Each evaluation will be made on the basis of the participating student's Performance, Attitude, Punctuality and Appearance.

RESPONSIBILITY: Ms. Noreen Wingham, Thunderbird High School
Mr. Bill Peterson, VAVS, Veterans Administration Hospital

APPENDIX F

VETERANS ADMINISTRATION HOSPITAL
HEALTH OCCUPATIONS AND CAREERS

THUNDERBIRD HIGH SCHOOL

NAME _____

EVALUATION

	Above Average	Average	Fair	Needs Improvement
1. APPEARANCE				
Hair				
Make-up				
Uniform & Shoes				
Nails				
Gum				
2. ATTITUDE				
willing to accept new responsibilities				
Enthusiasm				
Ability to follow instructions				
Cooperativeness				
Rapport with AMH staff				
3. DEPENDABILITY				
Arrives on time				
Attends regularly				
Calls when absent				
4. JOB PERFORMANCE				
Makes boring tasks meaningful				
Will ask when in doubt				
Assumes new responsibilities				
Works well				
Completes assignments				

Instructor _____

Date _____

SECTION VII

BIBLIOGRAPHY

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